



## Sample Interface between Transferable Skills and Content-Area Proficiencies: ELA

*This resource provides an optional approach to representing content area and transferable skills proficiencies in the curriculum planning process. The proficiencies in the table were taken from the AOE's sample proficiencies, but could be replaced with locally-developed proficiencies for schools not following the AOE model.*

This document is provided as a sample of how teachers might identify and plan for the connections between transferable skills and content area proficiencies. Teachers will find that there are many possible ways that this could happen; a student could develop and be assessed on their communication skills, for example, as a part of learning any number of content standards, and what “communication skills” look like could be very different from content area to content area, or from grade level to grade level.

The planning tool below provides an example of a way to map out intersections between ELA content standards and transferable skills as a part of curriculum planning, over the course of a unit. This chart incorporates the ELA Proficiencies, Transferable Skills, and the related sets of Performance Indicators outlined in the AOE sample Proficiency-based Graduation Requirements documents. Each cell under the header includes an ELA Performance Indicator (listed first, in green) and Transferable Skill Performance Indicator (listed second, in blue) that will be taught and assessed in this unit. Over the course of the unit, all ELA Proficiencies and Transferable Skills would be taught and assessed at least once.

	<b>Graduation Proficiencies: English Language Arts &amp; Literacy</b>  <i>(ELA &amp; Literacy High School Performance Indicators are in green/italics)</i>			
<b>Transferable Skills</b> 	<b>1. READING</b> <i>Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.</i>	<b>3. WRITING</b> <i>Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i>	<b>4. SPEAKING AND LISTENING</b> <i>Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.</i>	<b>5. SPEAKING AND LISTENING</b> <i>Present information, findings and supporting evidence conveying a clear and distinct perspective.</i>

<u>(Transferable Skills Performance Indicators are in Blue/Underlined)</u>				
<u>1. Clear and Effective Communication</u>				<p>5. (a) <i>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (5)</i></p> <p><u>1. (e) Demonstrates effective, expressive, and receptive communication, including oral, written, multi-media, performance, and technology.</u></p>
<u>2. Self-Direction</u>		<p>3. (a) <i>Collect relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience. (8)</i></p>		

		<a href="#">2. (f) Analyzes the accuracy, bias, and usefulness of information.</a>		
<a href="#">3. Creative and Practical Problem Solving</a>			<p><i>4. (e) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, connections among ideas, word choice, points of emphasis, and tone used. (3)</i></p> <p><a href="#">3. (d) Analyzes, evaluates, and synthesizes evidence, arguments, claims, and beliefs.</a></p>	
<a href="#">4. Responsible and Involved Citizenship</a>			<p><i>4. (b) Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence, ensuring a full range of positions on a topic or issue; set clear goals and deadlines and establish individual roles as needed; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives. (1)</i></p>	

			<a href="#">4. (d) Respects diversity and differing points of view.</a>	
<a href="#">5. Informed and Integrative Thinking</a>	<i>1. (c) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact. (3)</i>  <a href="#">5. (c) Applies systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.</a>			

### Sample Performance Task Incorporating Transferable Skills

The sample performance task below incorporates prompts that give students the opportunity to demonstrate their proficiency in both ELA and Transferable Skills Graduation Proficiencies.

### Sample Performance Task Prompt:

One person can positively impact change in their own community, however, sometimes a problem is so complex that it takes investigating from many different angles in order to propose viable solutions. When groups, councils, and organizations form to tackle problems, they can have a significant effect on outcomes. High school students can be powerful driving forces for positive change in their own communities. The Community Hunger Project established by Hunger Free Vermont created county specific Hunger Councils to rally local leaders to end hunger in their communities. Your charge is to present a proposal (in your choice of written or oral presentation formats) to your local Hunger Council

that justifies the inclusion of a high school representative on that team. You will be exploring a variety of sources to build a written or oral argument that clearly proves how high school representation on the council will positively impact the problem of hunger in Vermont. By examining the causes and effects of hunger and analyzing and integrating information from a range of text sources, you will form a proposal which shows your understanding of:

- The effects of hunger on an individual's health and capacity to learn
- How serious the problem of hunger is in your own county
- What high school students can do to strengthen the success of community resources addressing the problem of hunger